

Conservation Planning Course Test

Circle the letter that most accurately completes each statement or question.

1. The Soil Conservation Act of 1935 authorized the states to form soil conservation commissions and soil conservation districts.
 - a. True
 - b. False
2. The planning process could start with any of these planning steps.
 - a. 1, 2, 3, 4
 - b. 1, 2, 3, 9
 - c. 1, 9, 3, 4
 - d. 1, 3, 4, 5
3. Phase I of the planning process does not include...
 - a. Collecting and analyzing resource information
 - b. Developing alternatives
 - c. Determining desired future conditions
 - d. Identifying opportunities
4. Planning standards for each planning step is found in.....
 - a. NPPH
 - b. General Manual
 - c. Conservation Planning Software
 - d. FOTG
5. During progressive planning...
 - a. Only a few of the planning steps are used
 - b. The CED worksheet is not needed
 - c. The planner should strive for a RMS
 - d. Determining benchmark conditions is optional

6. What section of the Endangered Species Act prohibits “taking” of threatened or endangered wildlife by NRCS personnel and their clients?
- a. 4
 - b. 9
 - c. 10
 - d. 7
7. Conservation planning policy is found in the General Manual and National Instructions.
- a. True
 - b. False
8. The National Planning Procedures Handbook (NPPH) contains conservation planning policy, procedures, and guidelines.
- a. True
 - b. False
9. NRCS policy on the Freedom of Information Act and the Privacy Act is found in the General Manual and National Instructions.
- a. True
 - b. False
10. According to NRCS conservation planning policy, the _____ will ensure that all NRCS employees providing conservation planning assistance will meet minimum NRCS training and approval requirements.
- a. Regional Conservationist
 - b. Deputy Chief for Programs
 - c. Division Director, Conservation Operations Division
 - d. State Conservationist
11. The Endangered Species Act does not require landowners to protect _____ when found on their property.
- a. Plants
 - b. Fish
 - c. Birds
 - d. Invertebrates

12. Title VII of the Civil Rights Act of 1964 deals with nondiscrimination in program delivery.
- a. True
 - b. False
13. As a conservation planner carrying out national policy, we have the right to be on a client's property.
- a. True
 - b. False
14. As planners we should explain the conservation planning process in detail to the client.
- a. True
 - b. False
15. There are basically only two types of "communities" that we really need to define and deal with when carrying out conservation planning - legal and political.
- a. True
 - b. False
16. The "conservation planning environment" addresses...
- a. Only the SWAPA resources
 - b. Only the objectives of the landowner
 - c. All of the variables and interactions between the variables that may have an effect on the client's conservation planning decisions
 - d. Only the policy issues - such as compliance plans and threatened and endangered species - that the client must be concerned with
17. The phrase preferred to describe the work NRCS does with clients is...
- a. Sustainable Agriculture
 - b. Conservation Planning
 - c. Agroecology
 - d. Ecosystem Based Assistance
18. The major components of the "conservation planning environment" are policy, resources, social, and economic.
- a. True
 - b. False

19. Which of the following is not an economic or business factor that could discourage implementation of conservation?
- a. Higher interest rates
 - b. Low income
 - c. Low interest rates
 - d. Heavy indebtedness
20. The first stage a client goes through upon learning about a new innovation is...
- a. Evaluation
 - b. Awareness
 - c. Trial
 - d. Adoption
21. Which of the following groups are most likely to be a major focus of our efforts in conservation planning?
- a. Innovators and traditionalists
 - b. Late majority or fundamentalist
 - c. Early adopters and early majority
 - d. Early adopters and traditionalists
22. Which of the following is not an economic or business factor that would encourage implementation of a conservation plan?
- a. Secure land tenure
 - b. Definite rights for using resources
 - c. Cost share payments for conservation practices
 - d. Indefinite public environmental and conservation policy
23. We can always develop conservation plans to avoid cultural resources.
- a. True
 - b. False
24. Which of the following is not a broad resource consideration for soil as defined in the FOTG?
- a. Erosion
 - b. Condition
 - c. Management
 - d. Deposition

25. Which of the following is a broad resource consideration for water as defined in the FOTG?
- a. Quantity
 - b. Condition
 - c. Water rights
 - d. Source
26. Treating all identified resource concerns for soil, water, air, plants, and animals to the sustainable level constitutes...
- a. A Basic Conservation System
 - b. An Alternative Conservation System
 - c. A Conservation System
 - d. A Resource Management System
27. Conservation planning with individual clients requires a public participation component.
- a. True
 - b. False
28. Communities, for the purpose of conservation planning, are most usefully defined relative to a given issue, concern, or problem related to the natural resources.
- a. True
 - b. False
29. From an NRCS perspective, discussion of financial assistance should take place early in the planning process.
- a. True
 - b. False
30. An areawide conservation assessment...
- a. Has gone through all three phases of the planning process
 - b. Results when an authorized decisionmaker does not exist
 - c. Is used only with formal groups, not informal groups
 - d. Can proceed only through step 5 of the planning process

31. Wetland policy requires the use of the National Food Security Act Manual and the _____ when identifying wetlands in an agricultural setting.
- a. 1987 Corps of Engineers Wetland Delineation Manual
 - b. President's Executive Order 11990
 - c. U.S. Fish and Wildlife Service's Cowardin System
 - d. 1989 Federal Manual for Identifying Jurisdictional Wetlands
32. The Conservation Practice Physical Effects (CPPE) matrix is...
- a. A national level document that has little or no application at the local level
 - b. A document with excellent information, but should not be changed at the local level
 - c. A document that evaluates all practices used at the local level
 - d. A document that can be modified to meet local conditions
33. The main use of the CPPE matrix is...
- a. To provide a list of practices that the planner must evaluate during the planning process
 - b. To identify site specific problems and effects during the planning process
 - c. To accurately identify the impacts of conservation practices on identified problems
 - d. To select a number of possible practices that will address target problems and identify the effects of those practices on the problems
34. The Site Specific Practice Effects Worksheet (SSPEW) should include...
- a. All problems identified on the CPPE
 - b. All problems present on the planning unit
 - c. All problems present or predicted on the planning unit
 - d. Only those problems the client agrees to address
35. A SSPEW will be developed...
- a. For every field or conservation management unit
 - b. For at least one field or CMU in every plan
 - c. For only unique or complex planning situations
 - d. Whenever the experience level of the conservationist or the complexity of the planning situation indicates a need

36. The Conservation Effects Worksheet - Conservation Effects for Decisionmaking (CED) process...
- a. Is a high level economic analysis that includes evaluation of all problems and effects, for use by the client
 - b. Is an economic analysis that will inform a client of what conservation treatment decisions must be made on the planning unit
 - c. Provides the framework for the planner to make informed decisions for solving resource problems
 - d. Provides a logical way to present, compare, and discuss the effects of the benchmark situation to any number of proposed alternatives
37. The Resource Management Systems (RMS) Options Worksheet is used...
- a. Only for complex planning situations
 - b. Only as training tool for inexperienced planners
 - c. Only by experienced planners who fully understand the nine step planning process
 - d. In any resource setting where documentation of the effects of conservation practices will be helpful in the planning process
38. An impact is defined as the...
- a. Difference between benchmark effects and the effects of an alternative
 - b. Effects of the application of one conservation practice
 - c. Effects of the application of several conservation practices
 - d. Difference in the effects of different proposed RMS options
39. The RMS thought process should be used in _____ planning situations.
- a. Most
 - b. Some
 - c. All
 - d. Only complex
40. Benchmark and RMS option effects categories _____ be the same in order to accurately evaluate the impacts of proposed alternatives.
- a. Should
 - b. Need not
 - c. Must
 - d. Cannot

41. Which of the following is not a planning step of Phase I of the planning process...
- a. Evaluate alternatives
 - b. Determine objectives
 - c. Analyze resource data
 - d. Inventory resources
42. Which of the following is not a key product from Phase II of the planning process...
- a. Plan document
 - b. Case study
 - c. RMS options
 - d. Schedule of conservation implementation
43. Phase _____ is the Decision Support phase of the planning process.
- a. I
 - b. II
 - c. III
 - d. IV
44. Which of the following is not a key product expected from Phase I of the planning process?
- a. RMS Options Worksheet
 - b. Environmental Evaluation
 - c. List of the client's objectives
 - d. A complete analysis of inventory information
45. _____ are quantitative or qualitative statements of a treatment level required to achieve an RMS for identified resource considerations for a particular land area.
- a. Indicators
 - b. Target Values
 - c. Quality Criteria
 - d. Conservation Practice Physical Effects
46. _____ are (is) a description or measurement of a resource concern that demonstrates, or indicates, trends over time.
- a. Indicators
 - b. Target Values
 - c. Quality Criteria
 - d. Conservation Practice Physical Effects

47. _____ identify (identifies) specific points or desirability to be achieved when solving problems or meeting the client's objectives.

- a. Indicators
- b. Target Values
- c. Quality Criteria
- d. Conservation Practice Physical Effects

48. The RMS tool used during step nine of the planning process is...

- a. CPPE
- b. RMS Options
- c. SSPEW
- d. CED

49. Case studies can be used for all of the following, except to...

- a. Gather resource treatment information that may be unique or lacking
- b. Determine what motivates the client to apply certain treatments
- c. Share this information with other colleagues and clients
- d. Conduct research with ideas and techniques that may prove useful

50. Adaptive Management is the process of monitoring, evaluating, and _____ in order to add to resource management information and modify decisions.

- a. Negotiating
- b. Judging
- c. Redirecting
- d. Experimenting

Conservation Planning Course

Test—Answers

- | | | | |
|-----|---|-----|---|
| 1. | a | 26. | d |
| 2. | b | 27. | b |
| 3. | b | 28. | a |
| 4. | a | 29. | b |
| 5. | c | 30. | b |
| 6. | b | 31. | a |
| 7. | b | 32. | d |
| 8. | b | 33. | d |
| 9. | a | 34. | c |
| 10. | d | 35. | d |
| 11. | a | 36. | d |
| 12. | b | 37. | d |
| 13. | b | 38. | a |
| 14. | b | 39. | c |
| 15. | b | 40. | c |
| 16. | c | 41. | a |
| 17. | b | 42. | b |
| 18. | a | 43. | b |
| 19. | c | 44. | a |
| 20. | b | 45. | c |
| 21. | c | 46. | a |
| 22. | d | 47. | b |
| 23. | b | 48. | d |
| 24. | c | 49. | d |
| 25. | a | 50. | d |